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ABSTRACT

A study examined the importance of various factors of the academic resume and employment interview from the perspective of university faculty members. Subjects, 150 assistant, associate, and full professors randomly selected from the faculty of a midwestern university, completed the Revised Academic Selection Process Questionnaire. Overall, the results indicated that publications and references were the most important items on the academic resume, while communication skills, intelligence, and credibility were the most important criteria for evaluating candidates. Results also indicated specific perceptual differences between gender groups and among academic rank groups for the search committee's responsibilities regarding academic employment interviewing. (Contains 32 references and 8 tables of data.) (Author/SG)

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An Investigation of the Resume and Employment Interview in the Hiring Process of Faculty Members

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Abstract

This study examines the importance of various factors of the academic resume and employment interview from the perspective of university faculty members. Overall, the results indicate that publications and references are the most important items on the academic resume, while communication skills, intelligence, and credibility are the most important criteria for evaluating candidates. We also found specific perceptual differences between gender groups and among academic rank groups for the search committee's responsibilities regarding academic employment interviewing.

Over the past seven decades industrial and organizational psychologists have investigated the hiring process, focusing on the resume and the employment interview and attempting to assess the validity and reliability of these components in selection decisions. While much research has been conducted in business and industrial settings, only a limited amount has examined the hiring process in the academic sector, particularly at the post-secondary level. Even given today's Equal Employment Opportunity (EEO) guidelines, evidence suggests that employment interviewing remains a highly subjective procedure. For example, one study by Jarchow (1981) found that hiring biases occurred frequently during employment interviews for academic positions, with preferential treatment given to married persons, persons with extracurricular activity expertise, and to well-groomed, physically attractive candidates. Anecdotal accounts by faculty suggest that, in many cases, search committee members do not conduct their employment interviews in a standardized, structured manner that would ensure equal treatment and consideration for all candidates. A number of articles provide intuitive, common-sense advice for interviewing candidates for elementary and secondary positions (see Bredeson, 1985; Ferguson, 1983; Kopetskie, 1983; Maguire, 1983; Poteet, 1983; and Vornberg & Liles, 1983), many using a "this is what worked for us approach." Very few, however, have used systematic, empirical investigation to arrive at their conclusions.

This study examines the academic hiring process at the post-secondary level and evaluates the importance of various factors of the academic resume and employment interview from the perspectives of newly hired faculty. The researcher summarizes some of the research that has been completed on the hiring process, both in general and in the academic setting.

The Resume

The selection process typically begins with screening applicants' resumes. The resume is a vehicle for presenting an organized summary of an individual's professional objectives, abilities, and background (Issel, 1974). In essence, the resume acts as an "agent" to represent the job applicant to a potential employer (Rivers, 1981; Rogers & Sincoff, 1978). The function of the resume is to create a favorable impression that leads to a job interview. In a survey of the first one-hundred Fortunate 500 companies, Mansfield (1975) concluded that, ideally, the resume for a business position should include a list of previous employers and job descriptions, college grade-point-average, awards, reasons for leaving previous jobs, memberships in professional organizations and offices, a list of special skills, salary desired, and state the applicant's willingness to relocate.

The academic resume, however, often includes information that would not normally appear on a business resume. While limited research on the academic resume for college faculty positions has been conducted, one study reported that the number of publications,

especially senior authorship, along with work experiences and papers presented were perceived as the most important factors in determining who would be selected for subsequent interviews for faculty positions (Quereshi, Buckley, & Fadden, 1981). In another investigation, however, the quality of research, specific needs of the departments, number of publications, and letters of recommendation were the most important factors (Klesges, Sanchez & Stanton, 1982). Interestingly teaching experience was not considered a key factor in selecting candidates, nor did this research address the interviewing practices of search committee members. Overall, there does not appear to be a consensus regarding the contents of the "ideal" academic resume.

The Employment Interview

After resumes have been screened, the most promising candidates are offered the opportunity to interview for the position. Numerous articles have summarized the "state of the art" of employment interviewing research (see Arvey & Campion, 1982; Goodall & Goodall, 1982; Mayfield, 1984, 1964; Schmitt, 1976; Wagner, 1949; Wright, 1969). These reviews offer guidelines for conducting effective employment interviews in a valid and reliable manner. For example, they encourage the use of pre-developed interview guides and a structured interviewing approach, as interviewers must have knowledge, skills, and abilities (Bucalo, 1978). Similarly, structured interviews provide a higher inter-rater reliability than other forms

of interviewing, and help interviewers without judgment until the close of the interview (Beach, 1980; Pellicer, 1981).

Communication factors that affect the interviewing process have been the focus of other research. The job applicant's nonverbal communicative behavior during the interview is an important determinant of success (Washburn & Hakel, 1973). Eye contact, facial expressions, personal appearance, attire, paralinguistic cues, gesturing, and smiling are the most important nonverbal cues in impression-formation and decision-making in the employment interview (Carl, 1980; Imada & Hakel, 1977; Watson & Smeltzer, 1982). Rapport with the interviewer is best established through the use of eye contact (Hatfield & Gatewood, 1978).

Recruiters are also impressed to a greater degree with applicant' perceptual differences and fluency rather than with substantive data, such as knowledge of the job (Tschirig, 1973). One study used discriminant function analysis with seven message variables to determine their importance relative to each other (Hollandsworth, Kazelskis, Stevens, & Dressel, 1979). In descending order the variables were (a) appropriateness of content, (b) fluency of speech, (c) composure, (d) body posture, (e) eye contact, (f) loudness of voice, and (g) personal appearance. Of these, the first three contributed significantly to the decision to employ the individual. In a similar study, resume credentials and verbal behavior contributed most to the employment decision (Rasmussen, 1984). Of course, various employers may request specific types of information from applicants. In one academic study, 90 percent of

administrators believed that candidates for elementary and secondary teaching positions need to develop and be able to elucidate a philosophy of education and should dress appropriately for the interview as well (Dewey & Gardner, 1983). Regardless, successful interviewees tend to display communication behaviors that identify with those of the potential employer, such as through supporting arguments, clarifying ideas, and good organization of content (Einhorn, 1981). Additionally, applicants should use active verbs, concrete language, personal experience, statistics, and clear explanations during interviews.

While communicative behaviors of the interviewee have been examined, fewer investigations have focused on the importance of verbal, nonverbal, and paraverbal communication of the in the interviewer in the employment interview. An interviewee's first impression of a recruiter are key factors in the decision to accept a job offer (Rogers & Sincoff, 1978), since applicants tend to transfer their impressions of the interviewer to the company. The interviewer becomes the symbol for the company, more important than company literature (Downs, 1969). Applicants who get "turned off" during their initial contact with the company are less likely to continue seeking employment there (Wanous, 1980). Character and composure appear to be the most important credibility variables for the interviewer (Jablin & Tengler, 1982).

Limited research has focused on the asking and answering of questions by both the interviewer and interviewee during the employment interview, the function of which is to allow both parties

to get at subject matter and to achieve their purposes and goals (Stewart & Cash, 1996). The interviewer can control the communication in the interview by the types of questions and the sequence used. For example, in one study Tengler and Jablin (1983) concluded that interviewers asked more primary and closed questions during the first part of the interview, and more secondary and open questions during later segments of the interview. The interviewee in this situation has more opportunity to elaborate on his or her responses toward the end of the interview, perhaps after the interviewer has already made a tentative decision as to whether the hire the individual.

A study by McDowell and Mrozla (1987), found that educational background, research background, and list of publications were the top three factors used to evaluate teaching candidates. This study also included information that should be provided to candidates such as descriptions of opportunities for research and teaching, details about achievement, promotion and tenure, department goals, and information about salary and benefits. It also included information to be obtained from candidates such as involvement with research, knowledge of the discipline, attitudes toward students, problem solving ability, previous teaching experience, philosophy of teaching, and relationship with co-workers.

In another study Pierce and Bennett (1990) surveyed journalism departments about recent hires. Chairs were asked to rank 10-items that might be used to decide which candidates to bring to campus. These items included research records, professional

experience, teaching experience, and school awarding highest degree, as well as reference letters, letters of application, and transcript. The results indicated the most important factor in deciding which candidates to bring to campus. Professional experience and research record were in second and third place.

The Group Interview

Edison (1984) noted that search committee members have the responsibility to meet and to determine in detail the criteria for academic positions. He recommended the use of a structured interview for hiring faculty. Although very little research focuses on the interviewing practices of search committees, a number of studies have focused on group interviews as an improved technique for hiring decisions. The use of group interviews appears to be a promising means of improving the reliability and validity of the interviews (Arvey & Campion, 1982; Schmitt, 1976) beyond that of the traditional, one-on-one interviewing encounter. These researchers also claim that a job analysis helps in the development of questions and improves the accuracy of the interviews. Reported reliabilities for group interviews ranged from .54 to .85 (Anstey, 1977; Reynolds, 1979; Rothstein & Jackson, 1980).

Overall, little research has focused on the relative importance of various categories of information on the academic resume, nor has research examined the interviewing practices of search committee members during interviews for faculty positions. The present study

attempts to determine what factors are important in the academic resume and how information should be ordered on the resume. Next, this study investigates the criteria for evaluating candidates during academic employment interviews. Specifically, the researcher wanted to know which verbal and nonverbal communication behaviors made the greatest impression on search committee members during the interviews, what information should the search committee provide to and gather from the candidate, what interviewing techniques are most desirable. The following research questions served as a basis for the inquiry.

Research Questions

The researcher was interested in determining perceptual differences between biological sex groups (male and female) and among academic rank groups (assistant, associate, and full professors).

R 1: Are there significant differences between gender groups, and among academic rank groups for (a) rating the level of importance of categories of information on the academic resume, (b) ordering these categories as they should appear on the resume, (c) rating the level of importance of evaluation criteria for interviewing candidates, (d) selecting the verbal and nonverbal communication behaviors that make the greatest impression on search committees, (e) rating the level of importance of categories of information that search committees should provide to candidates, and (f) rating the importance that search committee should obtain from candidates,

and rating what the department should and the candidate should do prior to the interview?

R2: Are there significant differences between gender groups and among academic gender groups in rating the factors obtained for (a) resume categories, (b) candidate evaluation criteria, (c) verbal/nonverbal impression formation, (d) categories of information to provide/obtain, (e) prior information by interviewers and interviewees and (f) interviewing techniques?

R3: What are the correlations among factors?

R4: What is the linear relationship among factors for (a) resume categories, (b) candidate evaluation criteria, and (c) categories of information to provide/obtain?

R5: What is the linear relationship between factors for (a) prior information by candidates and department, (b) interviewer information and (c) interviewing techniques?

Method

This study took place at a midwestern university. A random sample of 200 faculty members were selected for the study. Copies of the Revised Academic Selection Process Questionnaire (RASPQ) were sent to participants.

Instruments

The Revised Academic Process Questionnaire (RASPQ) consisted of six parts: (1) Resume Categories and Contents, (2) Academic Interviewing Factors, (3) Verbal and Nonverbal Factors, (4) Attitudinal Factors of Candidates during the Employment Interview, (5) Department and Candidate Duties.

In Section One, respondents rated on a five-point scale the level of importance of ten categories of information that are commonly included in the resume. Previous research by Klesges, Sanchez, and Stanton (1982), McDowell (1987), Wells, Spinks, and Hargraves (1981), Stewart and Cash (1996), and Vaughn (1984), served as a basis for selecting these items. Next Respondents ranked the six most common categories in the order the categories ideally should appear on the resume (1=item should appear first, 6=last).

Section Two asked respondents to rate on a five-point Likert scale the level of of importance of criteria used during interviews to evaluate candidates for faculty positions. Research by Klesges, Sanchez, and Stanton (1982) and Stewart and Cash (1996) provided items such as past achievements, internal characteristics, and physical characteristics.

Section Three asked respondents to select from two lists the three verbal and nonverbal communication behaviors that they believed made the greatest impression on search committee members. These items were obtained from previous studies by Carl (1980), Hatfield and Gatewood (1978), Hollandsworth et al. (1979), Imada and Hakel (1977), and Watson and Smeltzer (1982), which

concluded that nonverbal cues play a significant role in impression formation during employment interviews. These same sources (see Einhorn,1981; and Rasmussen, 1984) were used to develop the verbal behavior items.

Section Four asked respondents to indicate on a five-point Likert scale the level of importance of categories of information that search committee should provide to candidates. While Edison (1984) has advised search committees to report selection decisions more quickly to applicants for faculty positions, a review of literature did not uncover research addressing the responsibility of search committee to provide specific categories of information to candidates during the the selection interview. In this study, respondents indicated the level of importance of providing information pertaining to the university, department and community.

Section Five focused on the importance for search committees to obtain the candidates educational philosophy, self-assessment, and information about previous jobs and work relationships. A review of articles by Hamachek (1975) and Micker and Solomon (1985) along with informal discussions with faculty members were used to generate these items. Respondents rated the importance of each item on a five-point Likert scale.

Finally, Section Six focused on what the department should do prior to the interview and what the candidate should do prior to the interview. Respondents were asked to rate on a five-point Likert scale the level of agreement to a series of statement (Peirce and Bennett, 1990).

Statistical Analysis

Frequencies, percentages, chi-square analysis, factor analysis, and analysis of variances were completed on the data. Chi-square analyses were computed to determine differences between and among levels of variables for nominal and ordinal data (see Heath, 1970).

Next, factor analyses were completed on the data. The oblique factor analysis with the pattern matrix delineates the clustering of variable to determine the direct contribution of a given factor to the variance of a variable (Nie, Hull, Jenkins, Steinbrener, & Bent, 1975).

Analysis of variance was used to determine differences between gender groups and academic rank groups on factors (see Heath, 1970).

Results

In this study 130 (65%) of the original sample completed and returned the questionnaire. This included 82 (68%) males and 48 (32%) females. For academic rank the breakdown was 34 (26%) assistant professors, 35 (27%) associate professors, and 61 (47%) full professors.

Tables 1 through 7 present item-by-item reports of the results. Table 1 focuses on the academic resume. Condensing the response categories of "important" and "very important" indicates that over 90 percent of respondents believed that academic employment history,

educational background, research background, and list of publication are important categories to include in the resume.

Respondents' overall preference for the "ideal" ordering of the six most commonly used categories of information on the resume was (1) educational background, (2) teaching experience, (3) career counseling, (4) publications description of research, (5) personal information, and (6) references (see Table 2).

Next, respondents rated items that serve as criteria for evaluating candidates during employment interviews. as reported in Table 3, over 90 percent believed that educational training, work experience, communication skills, publications, confidence, intelligence, credibility, maturity, and potential for future achievement are important variables for evaluating candidates. All, 100, percent believed that publications and intelligence are important.

Table 4 reports respondents' perceptions of the importance of various information that search committees should provide to candidates. Over 90 percent believed that it is important for search committees to present an overview curriculum, short and long range department goals, advancement/promotion/tenure, opportunities for teaching, opportunities for research, salary benefits, and support staff available.

Table 5 reports respondents' perception of the importance of various information that search committee members should obtain from candidates for faculty positions. Over 90 percent believed that

involvement with research, knowledge of discipline, and salary expectations are essential categories of information to obtain during the employment interview. In addition, over 80 percent believed that previous teaching experience, philosophy of education, problem-solving ability, reaction to criticism, philosophy of teaching, candidates' perception of of his or her own strengths, candidate's perceptions of his or her weaknesses, relationships with co-workers, and relationships with supervisors should be obtained from candidates.

Table 6 reports respondents assessment of duties of the department head/chair prior to the interview. All, 100 percent, of respondents indicated that the candidate should be given a detailed description of what the department is looking for and what the job entails. Over 90 percent of respondents indicated that candidate should prepare questions to ask about teaching and research, while over 80 percent felt that the candidate should rehearse whatever presentations must be given and critque the paper and read the local one (see Table 7).

Respondents were asked to select the three nonverbal and paraverbal and three verbal communication behaviors that they believed have the greatest impact in impression formation in the academic employment interview. The results indicated that fluency of speech, composure, and eye contact were the nonverbal variables selected by faculty members. In addition, faculty members selected explanations, personal experiences and organization of material as the three verbal variables.

Factor Analysis

Factor analysis was first completed on the results for rating the importance of categories of information of the academic resume. Three factors accounted for 70 percent of the variance. These factors were labeled "Research Skills" (with the items loading/list of publication, .89; and research background .98), "Personal Goals" (personal references, .58; salary desired, .73; and transcripts of college coursework, .87); "Education" (academic employment history, .88; and educational background, .89).

Regarding criteria used to evaluate candidates, three factors accounted for 51 percent of the variance. These factors were labeled "Internal Characteristics" (personality characteristics, .92; emotional stability, .80; confidence, .69; and maturity .58), "Life Experiences" (educational training, .59; work experience, .80; and papers presented, .59), and "Past Achievements" (awards/honors. 78; and collegiality, .68).

Additional factor analysis was completed to assess the perceived responsibilities of search committees in terms of providing information to candidates. Three factors accounted for 54% of the variance. These results reveal that "Department Variables" (department budget, .75; salary/benefits .55; committee responsibilities .75; and support staff available, .88), "Academic Activities" (advancement/ promotion/tenure, .46; description of teaching duties, .86; description of opportunities for research, .79; and committee responsibilities, .41), and "Individual Factors"

(overview of curriculum, .82; short- and long-range department goals, .58; and housing availability in nearby communities, .65).

Three factors were obtained for categories of information that the search committee should gather from candidates for faculty positions These factors and their items were "Self-Perception" (reaction to criticism, .75; marital status, .80; perceptions of weaknesses, .66; relationships with supervisors, .46, and extracurricular activities, .58), "Educational Philosophy" (previous teaching experience, .67; philosophy of education, .50; problem-solving ability, .82; philosophy of teaching; .65; involvement with search, .63; and knowledge of discipline, .50), "Personal Factors" (health, .75; relationships with co-workers, .82; and relationships with supervisors, .66). These factors controlled for 72 percent of the variance

Finally factor analysis was completed on level of agreement in terms of the department and candidate. Two factors controlled for 65% of the variance. "Preinterview Duties" indicate that the following: (department should send detailed description of job duties, ,50; department should set up a telephone conference, .68; candidate should prepare a sample syllabus and teaching philosophy, .62; candidate should anticipate all questions, .71; and collect support materials, .70), "Internal and External Preparation" (department should thorough brief the candidate the candidate on any presentations expected, .40; candidate should call former faculty and students to find out their perceptions of the department, .83, candidate should go to the university library and check faculty

salaries, .93, department should give the candidate a detailed description of what the department is looking for, and what the job entails, .74; and candidate should write and rehearse whatever presentations must be given .58).

Chi square analyses were completed between gender groups ands academic rank groups on each item of the questionnaire. No significant differences occurred among academic rank groups. In significant differences ($p < .05$) occurred between gender groups in rating the importance of information on several resume and vita items. Females rated the importance of academic employment history and educational background significantly higher ($p < .05$) than males, while males rated personal information and salary desired significantly higher ($p < .05$) than females. No other significant differences occurred between gender groups.

Two-way analyses of variance between gender groups and among academic rank groups were completed on all the factors. Table 8 reveal that significant differences occurred between gender groups for factors labeled "Research Skills," "Internal Characteristics," and " Personal Factors." Specifically males rated the "Research Skills" factor significantly more important than females ($p < .01$). Females rated the "Internal Characteristics," "Personal Goals, and "Self-Perception" factors significantly more important than males ($p < .01$).

The canonical correlations produced no significant or meaningful results. *Post hoc* analyses using the Pearson correlation coefficients reveal significant relationship. between differences

occurred between "Research Skills" and "Education," between "Research Skills" and Past Achievements," between "Education" and "Education Philosophy" at $p < .05$ level.

Discussion

The results indicate that over 90 percent of participants believe that research background, list of publication, academic employment history, and educational background are important to include on a resume, while only 33 percent felt that personal information was important. These results are different from previous research (Hakel, Dobymer, & Dunnette, 1970; McDowell, 1987; Rogers & Sincoff: Vaughn, 1984). Conversely, all academic groups place a major emphasis on references, while professional recruiters gave references only a minor consideration.

This study found that 100 percent of respondents felt that publications and intelligence are important to evaluate candidates for faculty positions, while over 90 percent believe that educational training, work experience, communicant skills, credibility, maturity and potential for future achievement are important. Less than 50 percent believe that gender and appearance are important in the hiring decisions. Candidates' fluency of speech, composure, organization of material, and explanations were regarded as the communication behaviors that have the greatest impact on impression formation during interviews. these findings are similar to those obtained in previous studies (Hollandsworth et al., 1979; Rasmussen, 1984).

The factor analysis results indicate that ""Research Skills" is the most important factor on the resume. "Internal Characteristics" is the most important factor in the actual interview. The findings seem to indicates that a candidate for a faculty position must have an established research record to screen through for an interview. Once the candidate is in the interview interpersonal skills including personality characteristics, emotional stability, confidence, and maturity are the most important characteristics to determine if the candidate will be offered the position.

"Department Variables" was the most important factor of the search committee members. This seems to indicates that the candidate would be most interested in the health of the department rather than "Academic Activities" and Individual Factors." Post hoc interviews with 3 of the participants seem to indicate that candidates will assess overview of curriculum, department goals, and house availability through existing records, but need specific information on less available information.

"Self-Perception" was the most important factor for search committee members. This includes reaction to criticism, marital status, perceptions of weaknesses, relationships with supervisors, and extracurricular activities. These results also point out that interpersonal factors are the most important information that search committee members are interested in.

The final factor analysis was completed on the responsibilities of the department and candidate prior to the interview.

"Preinterview Duties" controlled for 35 percent of the variance. The analysis indicates that the department has the responsibilities to provide a job description and set up a telephone call, while the candidate should prepare a sample syllabus and teaching philosophy, should anticipate all questions , and collect support materials.

Conclusion

This study was designed to discover the level of importance of various categories of information to be included on the academic resume and to determine how the information should be order on a resume. Additionally, this study examined the importance of various types of evaluation criteria, the communication behaviors that contribute to impression formation, the type of information that search committees need to provide to and obtain from candidates, and duties of the department and candidate prior to the interview.

The findings show that faculty members think that research skills and publication are the most important factors to evaluate the resume. In addition, academic employment history and educational background are very important.

Beyond the resume, much similarity exists between non-academic employment recruiters and faculty members in terms of how both would evaluate candidates for available positions. Major emphasis is placed on communication skills, confidence, intelligence, credibility, maturity, and potential for future achievement, as well as educational training, work experience, and personality characteristics. Although few significant differences minor differences occurred between gender groups, those that did occur

seem to indicate the following: (1) male faculty members felt that research skills and publications were more important in evaluating resumes; (2) females faculty members rated "Internal Characteristics," Personal Factors," and "Self-Perception" factors were significantly more important than male faculty members. In short, females place greater emphasis on interpersonal skills and collegiality.

The nonverbal and verbal communication results are similar to those reported in previous research. It is important to remember, however, that in this study respondents selected the three nonverbal and three verbal items that they perceived as most important formation. Items that were less frequently selected, such as personal grooming, apparel, hand gestures, and firmness of handshake may still play a significant part in the overall process of impression formation. Likewise, the use of less frequently rated verbal items such as good transitions, concrete language, active verbs, and technical jargon may contribute to a favorable impression.

The information gathered during the academic employment interview expands upon the information provided by the resume. Candidates are asked for their philosophy of education and teaching, to demonstrate problem-solving skills, to discuss previous teaching experiences, and most importantly, to amplify on involvement with research as well as to provide the usual information that would be requested in a business interview.

Future Research

The reader should be cautioned about generalizing the results of this study to all post-secondary institutions. This study was conducted at a large, comprehensive, land-grant university that place major emphasis on research. Faculty perceptions of importance criteria for hiring decisions may or may not be comparable at small state or private institutions. never the less, the results of this study provide insights about the academic hiring process in terms of examining specific aspects of the academic resume and academic employment interview from the perspectives of faculty members. Obviously, these results are useful for individuals contemplating academic employment, as they suggest ways in which applicants can make favorable impressions on search committees. Perhaps more important, however, is that research indicates lack of consensus in specific areas, such as following EEO guidelines or using a standard set of questions to ensure equal consideration for all candidates. Future research should attempt to assess the validity and reliability of academic employment interviews conducted by search committees. Additional research could examine other specifics of the hiring process. For example, information-gathering interviewing and survey studies could be conducted to determine the ideal length and content of the interview. Other studies might focus on the responsibilities of search committee members prior to, during, and after the interview. Research could address the structure the structure of the interview, the degree of communicative disclosure, or types and sequencing of

questions from the perspectives of deans and faculty from the department conducting the search.

In conclusion, the employment interview remains a subjective procedure, both in the business and academic sectors. Faculty member, including department heads/chair, search committee members, should be aware that the manner in which they conduct their employment interviews for faculty positions plays a significant role in either increasing or decreasing subjectivity and giving all candidates an equal opportunity for employment.

Table 1

Faculty Members' attitudes toward Resume Categories

Items	Rank by Importance	Important %
Personal Refereces	5	85
Academic Employment History	2.5	96
Educational Background	4	92
Research Background	1	100
List of Publication	2.5	96
awards/honors	6	74
Career objective	7	67
Personal Iinformation	8	33
Salary desired	9	26
Transcripts of college coursework	10	22

Table 2

Rank Ordering of Resume Categories

Categories	Rank
Teaching Experience	2
References	6
Educational Background	1
Career Objectives	3
Publications description of Research	4
Personal Information	5

Table 3

Faculty Members' Attitudes toward Criteria to Evaluate Candidates

Items	Rank	Importance %
Educational Training		96
Work Experience		96
Personality Characteristics		81
Communication Skills		96
Gender		44
Appearance		37
Awards/Honors		78
Publications		100
Papers presented		81
Collegiality		81
Emotional Stability		74
Confidence		93
Intelligence		100
Credibility		92
Maturity		96
Potential for Future Achievement		93

Table 4

Faculty Members' Attitudes toward Information by Search Committe Members

Items	Ranks	Importance %
Overeview of Curriculum	1	100
Short and Long Range Department Goals	4	96
Advancement/promotion/tenure	4	96
Description of Opportunities for Teachnig	4	96
Description of Opportunties for Research	4	96
Department Budget	10.5	55
Salary Benefits	7	92
Housing Availability in Nearly Communities	10.5	55
Committee Responsibilties	12	52
Support Staff Available	4	96
Tour of Department Facilities	9	85
Extracurricular Opportunities (e.g. consulting)	8	86

Table 5

Faculty Members' Attitudes toward Importance of Information from Candiates

Items	Rank	Important %
Previous teaching experience	4.5	89
Philosophy of education	7.5	85
Problem-solving ability	10	84
Reaction to criticism	4.5	89
Philosophy of teaching	7.5	85
Involvement with research	1	100
Knowledge of discipline	2	96
Reason for leaving previous position	14	70
Marital status	16	40
Candidate's perception of his/her own strengths	7.5	85
Candidate's perception of his/her own weakness	7.5	85
attitude toward students	13	81
salary expectations	3	92
health	15	48
relationships with co-workers	11.5	82
Relationships with supervisors	11.5	82
extracurricular activities	17	18

Table 6

Department Head Assessment

Item	Rank	Level of Agreement
Give the candidate a detailed description of what the department is looking for, and what the job entails.	1	100
Thoroughly brief of the candidate on the people to be met and their concerns	4	80
Send a detailed itinerary, material about the department, location/town and local media, and send copies of student/dependent publications	3	81
Thoroughly brief the candidate on any presentations expected.	2	88
Set up a telephone conference call so that both sides may ask questions.	5	26

Table 7

The Candidate

Item	Rank	Level of Agreement
Prepare questions to ask about teaching, research, service courses, course load, libraries, research faci;ities, travel money, graduate assistannts or work study help.	1	93
Prepare a sample syllabis and teachnig philosophy	7	41
Write and rehearse whatever presentations must be given	2	85
Anticipate all questions, and answer them in writing	4	70
Collect support materials to have available	7	56
Critque the paper and read the local one	3	81
Request departmental materials if the Department hasn't sent them	7	56
Call former faculty and students to find out their perceptions of the department	5	59
Go to the university library and check faculty salaries	7	56

Table 8

Gender Differences on Academic Selection Factors

Factors	F	P
Research Skills	4.638	.05
Internal Characteristics	4.318	.05
Personal Goals	5.327	.05
Self-Perception	5.269	.05

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